

School Year: **2020-21**

## School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Joe Michell School
<b>Address</b>	1001 Elaine Avenue Livermore, CA 94550
<b>County-District-School (CDS) Code</b>	01-61200-6001291
<b>Principal</b>	Laura Lembo Ed.D
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	October 27, 2020
<b>Schoolsite Council (SSC) Approval Date</b>	October 27, 2020
<b>Local Board Approval Date</b>	November 10, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## Joe Michell Mission Statement

Our mission is to inspire and support our school community to be critical and reflective thinkers, risk-takers and inquirers. We empower compassionate global citizens who understand, respect and appreciate diverse traditions and seek to create positive change.

Our motto: Each day, we challenge and inspire each other to love learning and create a better world.

The goal of the Joe Michell staff is to provide a safe environment where students can develop to their full potential academically, emotionally, and socially. We strive for our students to achieve respect for themselves, a lifelong love of learning, higher-level thinking skills, and a sense of responsibility. Our academic program supports children as they acquire the skills they need to appreciate and contribute to our diverse and complex society. In the summer of 2015, Joe Michell TK-8 School was authorized to be an International Baccalaureate (IB) School for the Primary Years Programme (PYP) for the TK through 5th grades, and the Middle Years Programme (MYP) for the 6th through 8th grades. The IB philosophy is that student learning is best done when it is authentic – relevant to the “real” world; and transdisciplinary, which means that the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. The IB represents a combination of wide-ranging research and experience – best practice derived from a variety of public and independent schools from around the world.

The IB Learner Profile describes a list of attributes that promote academic rigor and the establishing of a personal value system leading to international-mindedness. The attributes of the profile are visible in many areas of the school and are the heart and soul of our learning experience. The IB Programme encourages students to become:

- Inquirers – their natural curiosity has been nurtured and they actively enjoy learning.
- Thinkers – they exercise initiative in applying thinking skills critically and creatively to solving complex problems.
- Communicators – they receive and express ideas and information confidently in more than one language.
- Risk-takers – they approach unfamiliar situations without anxiety and have the confidence to explore new ideas.
- Knowledgeable – they have explored themes that have global significance and have acquired a critical mass of knowledge.
- Principled – they have a sound grasp of the principles of moral reasoning and have acquired integrity, honesty and a sense of justice.
- Caring – they show sensitivity towards the needs and feelings of others, and have a sense of personal commitment to helping others.
- Open-minded – they respect the values of other individuals and cultures and seek to consider a range of points of view.
- Well-balanced – they understand the importance of physical and mental balance and personal well-being.
- Reflective – they give thoughtful consideration to their own learning by constructively analyzing their personal strengths and weaknesses.

Our teaching staff works collaboratively toward a common goal to provide quality instruction that is meaningful, developmentally appropriate, and aligned with the California State Standards. Michell staff believes that the purpose of assessment is to guide instruction and provide students with an opportunity to receive feedback and reflect on their own learning. Assessment should be authentic and relevant, and developed alongside the implementation of the curriculum, formatted in a manner that allows for all learners to succeed.

At Joe Michell School, we:

- Measure student learning and mastery of concepts, skills, knowledge, attitudes, and action.
- Adjust teaching strategies to foster mastery and plan for teaching.
- Set short- and long-term goals and determine differentiation within appropriate learning environments.
- Provide feedback on teaching and learning, and allow for data that will provide evidence as a measure of accountability.

Joe Michell is considered a neighborhood school; with close ties to the community it serves. Students and parents choose Michell for the continuity offered by a TK – 8 educational environment, International Baccalaureate Programmes, as well as its family-like community. Teachers and parents share our mission, vision, and values. Our school community is defined by collaboration, collective inquiry, and mutual support.

# School Profile

We are the Eagles, soaring to success!

Joe Michell School TK-8 is only International Baccalaureate (IB) World Schools in the Livermore Valley Joint Unified School District and Tri-Valley. In a mostly affluent community, 19% of our students receive free or reduced-price lunch. The demographics of Joe Michell continue to evolve just as our education programs have. We moved from being a relatively small school to a campus with students. Our student population reflects the diversity of the community surrounding our school. 49% of our students are Caucasian, 29% Hispanic, 6% Asian, 2% African American, 3% Native Hawaiian, Pacific Islander or Native American, and 11% report 2 or more races. Joe Michell School serves a diverse student population, at this time, 19% of students receive Special Education services and 7% of our students are classified as English Language Learners. The diversity of languages spoken by our school community is wide-ranging, including the languages of Albanian, Cantonese, Farsi, Punjabi, Filipino/Tagalog, French, Hindi, Italian, Japanese, Korean, Mandarin, Romanian, Russian, Spanish, Turkish, Vietnamese, and Urdu. Spanish is the second-most common language spoken by our students and their families, and Tagalog is another fast-growing mother-tongue language.

The primary language of instruction across the school is English. All students will develop a fluency in English and all teachers are considered to be language teachers. Joe Michell School provides "language acquisition" instruction to all students in Spanish beginning in Kindergarten, continuously through 8th grade. Through language acquisition instruction, all students acquire proficiency in the skills of listening, speaking, reading, and writing basic Spanish. Cultural awareness and understanding play a fundamental part in each lesson.

Students at Joe Michell are offered a variety of school, parent, and community-led programs that enhance or supplement their daily curricular studies. Outside of their school day, students are offered enrichment classes in the afternoon in music, art, Girls Who Code, Destination Imagination, and Math Counts are just a few examples of the opportunities offered. Children in need of academic support are provided with English Language Arts or Math intervention, study and organizational skills. For students who are in need of social emotional support, we offer Kid Connection: small group "play" directed by our school psychologist for students in elementary grades and a full-time school counselor to support the implementation of Choose Love, social and emotional curriculum at all grade levels.

- How the Instructional Leadership Team coaches and supports staff with the implementation of the State standards

Joe Michell staff is comprised of life-long learners who know the importance of professional development in relation to student achievement. As an authorized IB World School, all Michell staff are required to attend IB training for Primary Years Programme and Middle Years Programme. Beyond the initial training, many staff members have attended advanced IB training. Training will be online due to the COVID-19 pandemic. We have scheduled IB Training for new staff members in October and January of this school year.

Additionally, the California State Standards have been a focus of professional development and will be ongoing as we continue implementation. We will continue developing Common Formative Assessments and utilize District Interim Assessments to help teachers assess their students in math and language arts and tailor their instruction to meet students' needs and prepare them for the Smarter Balanced Science Assessment.

Our Instructional Leadership Team meets monthly to plan our professional development for staff meetings and grade-level collaboration. After disaggregating a variety of test data to identify our underachieving students, areas of growth, achievement gaps, and all areas as they relate to student achievement, staff determine our goals for the year based on that data. Staff members collaborate at grade-level and cross-grade level meetings looking at school data, instructional practices, programs, and students' learning to determine appropriate staff development training. Michell teachers reflect on IB Units taught and have learned to analyze data to guide instruction. Grade-level teams create Common Formative Assessments. Data derived from these assessments are used to guide instruction. In addition to our focus on improving math instruction, our Instructional Leadership Team is focused on implementing a Multi-tiered Systems of Support (MTSS) at all grade levels to support students with academic, behavioral, and social emotional skills needed to be successful at school.

Our new teachers participate in the Tri-Valley Teacher Induction Program (TVTIP), which provides coaching, mentoring, and educational resources. The IB Coordinator provides another structure for staff development as part of an annual evaluation of our Programme of Inquiry. Each grade-level team is made up of lead teachers in core subjects such as mathematics, writing, and IB. These lead teachers are encouraged to share their knowledge and skills with our staff both

at grade-level, cross grade-level, and staff meetings. Professional development at Michell will continue to be focused on California State Standards, implementation of new Reading and Writing Units of Study, Benchmark Advance English Language Arts curriculum, Mathematics Investigations, Study-Sync curriculum, Inquiry- based lessons, and strategies that meet the needs of our English Language Learner students and at-risk students. This year, in particular, we will be learning together how to adapt our curriculum to a distance learning format.

- How your site-based professional development and teacher collaboration process supports students learning of the State standards

Michell teachers collaborate both formally and informally to share student performance. Professional Learning Communities (PLC) have been established at each grade level for the purpose of meeting more than twice a month to discuss student performance with their grade-level colleagues. During these meetings, teachers create common assessments to evaluate student progress towards specific standards or summative assessments for the IB Unit. Data derived from common assessments is then used to determine how students performed and plan for additional instruction or enrichment, depending on the specific needs of the students. PLCs also meet in vertical teams across grade levels to articulate and plan for rigorous instruction. In the elementary grades, a Readers' and Writers' Workshop model is being implemented to provide students with more individualized instruction. Implementing a variety of instructional strategies that build a Growth Mindset is the focus of vertical team meetings to support student achievement in Mathematics. All vertical teams meet to analyze student data and determine specific skills for additional instructional support using a student-rotation model as well. Using the workshop model, teachers meet with individual or small groups to provide targeted intervention. In the middle-school grades, teachers are focused on creating effective learning engagements that support students learning the IB Approaches to Learning Skills. Middle school staff meet across grade levels and subject areas to plan integrated curriculum and projects as part of the IB Middle Years Programme requirements. Students at risk of failing are identified and scheduled to receive additional instructional support through a FLEX period that meets 4 days per week. Both formally and informally, teachers collaborate to support student learning at Michell.

- How you ensure all English Language Learners are acquiring the English language and progressing academically

At Joe Michell School, the foundation of all learning is through language. As we empower compassionate global citizens to be critical and reflective thinkers, risk-takers and inquirers, we support language development in each student as they make sense of their experiences and construct meaning. By honoring students' unique backgrounds in all stages of language acquisition, students have the opportunity to engage in authentic and meaningful learning experiences. All teachers in the Primary Years Programme (PYP) and Middle Years Programme (MYP) are teachers of language, using a variety of "Sheltered Instruction" strategies and instructional practices to foster language development, as appropriate for subject area and grade level.

All students identified as speaking a language other than English by the home language survey are screened for English Language Development (ELD) services upon enrollment at Joe Michell TK-8 School, and re-tested yearly once needs are identified. Students are assessed using the English Language Proficiency Assessments for California (ELPAC) to determine their level of English proficiency, as required by the state of California. In-class or learning center support is provided to English Language Learner (EL) students to target needs based on their most recent ELPAC level. All EL students receive 15 minutes of designated ELD instruction using Benchmark Advance ELD materials each day. Each grade level uses a daily rotation that provides EL students with small homogeneous group instruction targeting each of three levels: Emerging, Bridging, and Expanding for designated ELD instruction each day. During distance learning, designated ELD instruction is scheduled during asynchronous learning in small homogeneous groups targeting each level.

Students in 6th through 8th grades who have been identified for English Language Development (ELD) receive instruction using a small group model within their English Language Arts courses. Additional support is provided through our middle school FLEX period which meets 4 days per week. During distance learning, the additional support is provided during asynchronous learning in individual or small groups.

- Transition strategies that are used to assist students entering Kindergarten/6th grade/9th grade

#### Kindergarten transition

Transitioning strategies used to assist students entering Kindergarten include;

- The District Kindergarten Round-Up registration, which provides information to assist parents/guardians as they prepare their child for school.

- Joe Michell offers scheduled school site tours, giving prospective kindergarten parents/guardians and neighborhood preschools the opportunity to visit our kindergarten classes, while in session.
- In May, all Joe Michell parents/guardians are invited to attend First Five workshops, conducted in both English and Spanish. At the workshops, parents/guardians receive a backpack with instructional materials to work with their child during the summer, as a way of preparing their child for kindergarten.
- Transitional Kindergarten teachers meet with Kindergarten teachers to articulate the needs of students entering Kindergarten to ensure a successful transition.
- In June, Joe Michell hosts a Kindergarten orientation designed to provide information about the program, and elementary school expectations. At this time, parents/guardians and their student see the classroom setting and have another opportunity to ask, and have their questions answered.
- IB Learner Profile traits and units of study continue in Kindergarten.

#### 5th to 6th transition

- Integrated projects are used to provide students with choices similar to middle school program. Projects are assessed using teacher created rubrics.
- IB Units of Inquiry are taught at all elementary-grade levels and continue in middle school. Students use Google Docs as part of their 5th Grade IB Exhibition which prepares students with Google Docs used in Middle School.
- IB Learner Profile traits and Approaches to Learning skills continue in the Middle Years Programme.
- Increasing responsibility for independent work; planning ahead.
- Use of school planner to organize class assignments and homework.
- Rotations- Math, Science, Reading with three different teachers so students gain the experience of moving efficiently between classrooms and taking responsibility for completing homework from each teacher.
- Resource for students with an Individualized Education Plan (IEP) – Students are trained to understand their individual needs and take responsibility to ask for appropriate assistance from the classroom teacher and the Resource

Specialist. If students move to/ or leave Michell to attend another school, a transition meeting is held with the Resource Specialist to ensure that the student gets appropriate support at the new school site.

- 5th grade Exhibition provides students with an opportunity to experience learning similar to the 8th grade Community Project. Students identify an issue or need in the community and come up with solutions. The Exhibition is presented to our school community in the same way as the 8th grade Community Project.

#### 8th to 9th transition

We are working to strengthen our transitioning students from the 8th grade into high school. The following activities are available, as needed, to meet the students' need for a smooth transition to high school.

- During 8th grade Physical Education class, the teacher addresses transitioning issues. The lesson focuses on what students know about high school, and what they want to know about high school. This is a class activity where all students work together with their teacher to answer all questions, regarding entering high school.
- Freshman in Transition Program (FIT) is a class taken by all incoming Freshman (addresses what students can expect during their high school years).
- Individual high school visitations determine accommodations/modifications of the physical plant and classrooms for student's educational and physical needs.
- High School Representatives attend IEP transition meetings to discuss goals/requirements/schedules/questions and concerns for transition as appropriate.
- Students attend High School Expos, orientations, and other presentations in preparation for this transition.
- Regularly scheduled meetings to coordinate all IB Programmes from Joe Michell and Granada High School.

Strategies and services used to increase parent/family/community involvement/education and increase opportunities for them to have a voice in making decisions that affect the school and their student's education

Multiple services and strategies are utilized at Joe Michell School, encouraging parent/guardian, family, and/or community involvement, which support students in becoming grade-level proficient. To begin, Lawrence Livermore National Laboratory sponsors field trips through their visitors' center, supporting science standards. Teaching Opportunities for Partners in Science (TOPS) provides volunteers and teacher resources, for instance students are provided science lessons in a portable planetarium. Our District holds a Science Odyssey event, with community judges and community attendance. As well, Sandia National Laboratory sponsors and helps staff Family Science Night.



Additionally, our staff organizes two Bedtime Books events to encourage families to engage in reading together. Parent Information events are provided to inform parents about the IB Programmes as well as the California State Standards specifically to address ideas and suggestions so that parents can help support their child's learning.

Underperforming students at Joe Michell School directly benefit because of partnerships with community agencies and the resources they provide, such as community and family volunteers, and Regional Occupational Program (ROP) students who offer academic assistance during the school day. Friends of Joe Michell, our parent teacher organization, raises funds annually to help support school field trips, tutoring, and classroom materials. Joe Michell School helps provide parenting classes, parent center activities, and assists and organizes a local snack program (in partnership with a local food bank). Extended Student Services (ESS) provides on-site childcare and homework support before and after school. Lions' Club is a service organization that makes referrals for eye care and health-care services for students with severe medical needs. The Livermore Rotary Club and Hindu Center support literacy through its dictionary education and donation program for third graders. Livermore Historical Society presents free Downtown Livermore tours and History Mobile visits, supporting local history education and California History-Social Science Content Standards.

The principal meets regularly with parents and community members through English Language Advisory Committee, Friends of Joe Michell Community Organization, School Site Council, and Grade-Level Parent Ambassadors to encourage involvement and determine how the school can support the needs of the community.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

#### Involvement/Governance

The SSC reviewed student performance data to evaluate the specific improvement goals. From that analysis, a discussion resulted in modifications being made to the current goals for the following school year. Suggestions were aligned with goals to increase student achievement. The previous school plan was reviewed and demographic data was updated to reflect the current school year. Finally, the SSC reviewed and approved the final draft of the plan.

An English Language Advisory Committee (ELAC) member is assigned to report to the SSC. The principal updates the committee when the ELAC member is not in attendance. The principal, who currently serves on the Friends of Joe Michell School, shared the goals approved by SSC members and provides opportunities for suggestions to be discussed at our monthly meetings.

Adding Monitoring SPSA Plan as a specific agenda item at each monthly Leadership SSC meeting ensures involvement and active monitoring of the plan. Communicating the goals and activities included in the SPSA during additional advisory and staff committees will increase involvement of all stakeholders.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	0.12%	0.13%	1	1	1
African American	1.25%	1.34%	1.53%	10	11	12
Asian	4.88%	5.98%	6.13%	39	49	48
Filipino	3.13%	2.81%	3.07%	25	23	24
Hispanic/Latino	31.04%	28.57%	29.12%	248	234	228
Pacific Islander	0.50%	0.49%	0.51%	4	4	4
White	48.94%	49.33%	48.15%	391	404	377
Multiple/No Response	%	0.12%	11.37%		1	0
<b>Total Enrollment</b>				799	819	783

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	102	107	102
Grade 1	82	79	81
Grade 2	80	83	82
Grade 3	72	83	80
Grade 4	93	87	84
Grade 5	97	96	80
Grade 6	97	94	85
Grade 7	89	99	92
Grade 8	87	91	97
<b>Total Enrollment</b>	799	819	783

### Conclusions based on this data:

1. Joe Michell School continues to be a diverse learning community with many cultures represented which add to the fabric of our International Baccalaureate Programmes. Student enrollment is strong which suggests that Joe Michell continues to be a destination school and popular school of choice for the families in Livermore. There are currently wait lists in many grade levels for the 2020-21 school year. Construction on a new classroom building and gymnasium has begun this school year, which is part of Measure J Bond supported by the Livermore community. Our IB re-authorization visit has been scheduled for October for both the Primary Years and Middle Years Programmes.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	97	69	52	12.1%	8.4%	6.6%
Fluent English Proficient (FEP)	77	99	98	9.6%	12.1%	12.5%
Reclassified Fluent English Proficient (RFEP)	17	24	15	17.5%	24.7%	21.7%

### Conclusions based on this data:

1. The diversity of languages spoken by our school community is wide-ranging, including the languages of Albanian, Cantonese, Farsi, Filipino/Tagalog, French, Hindi, Japanese, Korean, Spanish, and Urdu. Spanish is the second most common language spoken by our students and their families. As an International Baccalaureate (IB) School, proficiency in more than one language contributes to the holistic development of students, giving students access to a broader range of input, experiences, and perspectives. Joe Michell School provides "language acquisition" instruction to all students in Spanish beginning in Kindergarten, continuously through 8th grade.
2. The number of students who are English Learners (EL) has decreased as our student enrollment has increased over the past 5 years. While the percentage of EL students enrolled has decreased, the percentage of FEP and RFEP has increased within our school population over this same period of time.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	73	81	78	73	81	78	73	81	100	100	100
Grade 4	88	90	81	86	90	81	86	90	81	97.7	100	100
Grade 5	88	91	94	86	91	94	86	91	94	97.7	100	100
Grade 6	82	91	87	80	90	86	80	90	86	97.6	98.9	98.9
Grade 7	87	87	91	87	84	91	87	84	91	100	96.6	100
Grade 8	56	83	90	54	83	89	54	83	89	96.4	100	98.9
All Grades	479	515	524	471	511	522	471	511	522	98.3	99.2	99.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2431.	2438.	2436.	26.92	26.03	25.93	17.95	31.51	29.63	30.77	23.29	27.16	24.36	19.18	17.28
Grade 4	2479.	2507.	2510.	31.40	40.00	45.68	19.77	28.89	25.93	24.42	14.44	17.28	24.42	16.67	11.11
Grade 5	2507.	2514.	2541.	20.93	24.18	39.36	40.70	27.47	25.53	17.44	24.18	20.21	20.93	24.18	14.89
Grade 6	2542.	2519.	2537.	23.75	14.44	23.26	36.25	35.56	30.23	18.75	25.56	25.58	21.25	24.44	20.93
Grade 7	2570.	2602.	2563.	18.39	34.52	17.58	42.53	39.29	42.86	22.99	14.29	21.98	16.09	11.90	17.58
Grade 8	2584.	2583.	2615.	27.78	12.05	31.46	31.48	46.99	43.82	20.37	28.92	16.85	20.37	12.05	7.87
All Grades	N/A	N/A	N/A	24.63	25.24	30.46	31.63	34.83	33.14	22.51	21.72	21.46	21.23	18.20	14.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.21	28.77	34.57	42.31	53.42	43.21	29.49	17.81	22.22
Grade 4	31.40	38.89	37.04	46.51	46.67	51.85	22.09	14.44	11.11
Grade 5	30.23	29.67	41.49	48.84	51.65	51.06	20.93	18.68	7.45
Grade 6	28.75	16.67	23.26	45.00	44.44	50.00	26.25	38.89	26.74
Grade 7	31.03	42.86	26.37	49.43	40.48	47.25	19.54	16.67	26.37
Grade 8	33.33	26.51	43.82	38.89	51.81	39.33	27.78	21.69	16.85
All Grades	30.36	30.53	34.48	45.65	47.95	47.13	23.99	21.53	18.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.49	21.92	18.52	43.59	53.42	59.26	26.92	24.66	22.22
Grade 4	24.42	40.00	28.40	54.65	43.33	59.26	20.93	16.67	12.35
Grade 5	24.42	28.57	31.91	56.98	50.55	51.06	18.60	20.88	17.02
Grade 6	31.25	25.56	24.42	47.50	46.67	51.16	21.25	27.78	24.42
Grade 7	36.05	44.05	36.26	48.84	42.86	43.96	15.12	13.10	19.78
Grade 8	38.89	26.51	47.19	38.89	56.63	41.57	22.22	16.87	11.24
All Grades	30.21	31.31	31.42	49.15	48.73	50.77	20.64	19.96	17.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.21	21.92	23.46	60.26	67.12	69.14	11.54	10.96	7.41
Grade 4	24.42	38.89	43.21	55.81	55.56	49.38	19.77	5.56	7.41
Grade 5	15.12	25.27	27.66	70.93	57.14	57.45	13.95	17.58	14.89
Grade 6	16.25	11.11	15.12	70.00	74.44	74.42	13.75	14.44	10.47
Grade 7	17.24	22.62	17.58	72.41	64.29	63.74	10.34	13.10	18.68
Grade 8	14.81	20.48	26.97	66.67	68.67	64.04	18.52	10.84	8.99
All Grades	19.53	23.48	25.48	66.03	64.38	63.03	14.44	12.13	11.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.51	28.77	23.46	53.85	52.05	58.02	25.64	19.18	18.52
Grade 4	25.58	35.56	35.80	54.65	52.22	53.09	19.77	12.22	11.11
Grade 5	26.74	35.16	44.68	50.00	42.86	36.17	23.26	21.98	19.15
Grade 6	36.25	32.22	26.74	43.75	46.67	52.33	20.00	21.11	20.93
Grade 7	31.40	55.95	30.77	52.33	35.71	53.85	16.28	8.33	15.38
Grade 8	37.04	33.73	41.57	37.04	51.81	47.19	25.93	14.46	11.24
All Grades	29.15	36.99	34.10	49.36	46.77	49.81	21.49	16.24	16.09

**Conclusions based on this data:**

1. In March 2020, the U. S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-20 school year. Students did not take the CAASPP in 2020. The end of school year DRA and IRI assessments to evaluate reading assessment were not conducted as a result of the COVID-19 pandemic and student moving to distance learning the last trimester.
2. Over the 3 year period, 2018-19 school year observed the largest group of students enrolled in grades 3-8 and the highest percentage of students tested. The overall achievement for all students demonstrated an increase in the percentage of students exceeding standards and a decrease in the percentage of students not meeting standard over this same 3 year period. This pattern was evident in each of the 4 claims: Reading, Writing, Listening, and Research/ Inquiry when comparing the percentage of students scoring above standard in each of the three school

years. The same is true for the percentage of students scoring below standard decreasing over this three year period demonstrating slow but steady growth to close the achievement gap.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	73	81	78	73	81	78	73	81	100	100	100
Grade 4	88	90	81	86	90	81	86	90	81	97.7	100	100
Grade 5	88	91	94	86	90	94	86	90	94	97.7	98.9	100
Grade 6	82	91	87	80	90	86	80	90	86	97.6	98.9	98.9
Grade 7	87	87	91	87	84	91	87	84	91	100	96.6	100
Grade 8	56	83	90	54	83	89	54	83	89	96.4	100	98.9
All Grades	479	515	524	471	510	522	471	510	522	98.3	99	99.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2434.	2457.	2437.	19.23	30.14	28.40	25.64	34.25	20.99	37.18	20.55	25.93	17.95	15.07	24.69
Grade 4	2483.	2491.	2511.	24.42	17.78	29.63	24.42	35.56	41.98	32.56	35.56	19.75	18.60	11.11	8.64
Grade 5	2480.	2502.	2512.	9.30	25.56	24.47	17.44	16.67	17.02	43.02	24.44	27.66	30.23	33.33	30.85
Grade 6	2534.	2496.	2521.	23.75	6.67	19.77	23.75	23.33	19.77	27.50	33.33	29.07	25.00	36.67	31.40
Grade 7	2527.	2567.	2520.	12.64	26.19	10.99	24.14	22.62	19.78	33.33	34.52	30.77	29.89	16.67	38.46
Grade 8	2561.	2541.	2593.	25.93	12.05	33.71	18.52	21.69	20.22	18.52	32.53	25.84	37.04	33.73	20.22
All Grades	N/A	N/A	N/A	18.68	19.41	24.33	22.51	25.49	22.99	32.91	30.39	26.63	25.90	24.71	26.05

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	39.73	37.04	39.74	36.99	33.33	29.49	23.29	29.63
Grade 4	32.56	37.78	49.38	33.72	41.11	35.80	33.72	21.11	14.81
Grade 5	15.12	32.22	24.47	32.56	25.56	32.98	52.33	42.22	42.55
Grade 6	37.50	13.33	18.60	28.75	31.11	38.37	33.75	55.56	43.02
Grade 7	18.39	26.19	13.19	41.38	44.05	39.56	40.23	29.76	47.25
Grade 8	27.78	13.25	34.83	35.19	46.99	43.82	37.04	39.76	21.35
All Grades	26.75	26.86	29.12	35.24	37.45	37.36	38.00	35.69	33.52

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	25.64	46.58	29.63	56.41	39.73	49.38	17.95	13.70	20.99
<b>Grade 4</b>	27.91	22.22	35.80	51.16	57.78	48.15	20.93	20.00	16.05
<b>Grade 5</b>	11.63	27.78	24.47	52.33	32.22	52.13	36.05	40.00	23.40
<b>Grade 6</b>	18.75	13.33	20.93	52.50	40.00	50.00	28.75	46.67	29.07
<b>Grade 7</b>	12.64	36.90	19.78	50.57	39.29	46.15	36.78	23.81	34.07
<b>Grade 8</b>	29.63	22.89	39.33	38.89	49.40	39.33	31.48	27.71	21.35
<b>All Grades</b>	20.38	27.65	28.16	50.96	43.14	47.51	28.66	29.22	24.33

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	26.92	45.21	30.86	48.72	39.73	49.38	24.36	15.07	19.75
<b>Grade 4</b>	29.07	27.78	35.80	43.02	48.89	54.32	27.91	23.33	9.88
<b>Grade 5</b>	8.14	21.11	22.34	60.47	44.44	48.94	31.40	34.44	28.72
<b>Grade 6</b>	23.75	15.56	24.42	52.50	45.56	44.19	23.75	38.89	31.40
<b>Grade 7</b>	20.69	29.76	16.48	58.62	55.95	59.34	20.69	14.29	24.18
<b>Grade 8</b>	25.93	13.25	29.21	42.59	60.24	53.93	31.48	26.51	16.85
<b>All Grades</b>	22.08	24.90	26.25	51.59	49.22	51.72	26.33	25.88	22.03

**Conclusions based on this data:**

1. In March 2020, the U. S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-20 school year. Students did not take the CAASPP in 2020.
2. Over the 3 year period, 2018-19 school year observed the largest group of students enrolled in grades 3-8 and the highest percentage of students tested. The overall achievement for all students demonstrated an increase in the percentage of students exceeding standards over this same 3 year period. This pattern was evident in each of the 3 claims: Concepts and Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning when comparing the percentage of students scoring above standard in each of the three school years. The same is true for the percentage of students scoring below standard decreasing over this three year period demonstrating slow but steady growth to close the achievement gap.



# ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		*		*		*		7
Grade 1		*		*		*		7
Grade 2		*		*		*		6
Grade 3		*		*		*		4
Grade 4		*		*		*		9
Grade 5		*		*		*		9
Grade 6		*		*		*		6
Grade 7		*		*		*		9
Grade 8		*		*		*		4
All Grades								61

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		26.23		26.23		24.59		22.95		61

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		40.98		24.59		13.11		21.31		61

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		9.84		27.87		34.43		27.87		61

Listening Domain Percentage of Students by Domain Performance Level for All Students										
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students			
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19		
All Grades		18.03		50.82		31.15		61		

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		54.10		27.87		18.03		61

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		13.11		47.54		39.34		61

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		11.48		70.49		18.03		61

**Conclusions based on this data:**

1. Of the 61 students tested during the 2018- 2019 school year, the overall percentage of students was similar across all four language levels within a small range of 23 - 26 %. There were more students scoring in the Level 4 category for the oral language portion of this assessment while more students scored in the Level 2 category for written language. The oral average which is made up of the listening and speaking portion of this assessments found most students in the Somewhat/Moderately level in Listening and Well Developed in the Speaking domains. The written language average is made up of the reading and writing portions of this assessment found. Most students performed in the Somewhat/Moderately level in both reading and writing domains.
2. Current ELPAC results are not displayed, however, of the 34 students tested during the 2019- 2020 school year, the overall average of these students was performance level 3. The oral average which is made up of the listening and speaking portion of this assessment found our students to be in the performance level 3 while the written average which is made up of the reading and writing portion was in the performance level 2. Within the oral and written average, 18% were considered within the performance level (Well Developed) in Listening, 62% in Speaking, 3% in Reading, and 15% in Writing. While 59% were considered within the performance level (Somewhat/Moderately) in Listening, 32% in Speaking, 56% in Reading, and 74% in Writing. Finally, 6% were considered within the performance level (Beginning) in Listening, 17% in Speaking, 41% in Reading, and 12% in Writing.
3. As a staff, we will continue to meet within grade-level teams to monitor the progress of these students and provide English Language Development (ELD) instruction to support them in Listening, Speaking, Reading, and Writing academic areas.

# School and Student Performance Data

## Physical Fitness Test Results (PFT) 2018-19

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<b>Total student tested = 94</b>	21.3%	38.3%	59.6%
	<b>Total # of Students</b>	<b>% Within or above the Healthy Fitness Zone</b>	<b>% Needs Improvement</b>
<b>Aerobic Capacity</b>	94	76.6%	17.0%
<b>Body Composition</b>	94	61.7%	19.1%
<b>Abdominal Strength and Endurance</b>	94	57.4%	42.6%
<b>Trunk Extensor Strength and Flexibility</b>	94	94.7%	5.3%
<b>Upper Body Strength and Endurance</b>	94	80.9%	19.1%
<b>Flexibility</b>	94	81.9%	18.1%
Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<b>Total student tested = 98</b>	29.6%	30.6%	60.2%
	<b>Total # of Students</b>	<b>% Within or above the Healthy Fitness Zone</b>	<b>% Needs Improvement</b>
<b>Aerobic Capacity</b>	98	75.5%	20.4%
<b>Body Composition</b>	98	70.4%	17.3%
<b>Abdominal Strength and Endurance</b>	98	73.5%	26.5%
<b>Trunk Extensor Strength and Flexibility</b>	98	87.8%	12.2 %
<b>Upper Body Strength and Endurance</b>	98	51.0%	49.0%
<b>Flexibility</b>	98	89.8%	10.2 %

## Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<b>Total student tested = 96</b>	18%	33%	51%
	<b>Total # of Students</b>	<b>% Within or above the Healthy Fitness Zone</b>	<b>% Needs Improvement</b>
<b>Aerobic Capacity</b>	95	68%	32%
<b>Body Composition</b>	95	61%	39%

<b>Abdominal Strength and Endurance</b>	96	54%	46%
<b>Trunk Extensor Strength and Flexibility</b>	96	92%	8%
<b>Upper Body Strength and Endurance</b>	96	74%	26%
<b>Flexibility</b>	96	79%	21%
<b>Grade 7</b>	5 out of 6	6 out of 6	Combined 5/6 and 6/6
<b>Total student tested = 87</b>	21%	47%	68%
	<b>Total # of Students</b>	<b>% Within or above the Healthy Fitness Zone</b>	<b>% Needs Improvement</b>
<b>Aerobic Capacity</b>	87	77%	23%
<b>Body Composition</b>	87	69%	31%
<b>Abdominal Strength and Endurance</b>	87	93%	7%
<b>Trunk Extensor Strength and Flexibility</b>	87	86%	14%
<b>Upper Body Strength and Endurance</b>	87	69%	31%
<b>Flexibility</b>	87	91%	9%

**Conclusions based on this data:**

1. In March 2020, the U. S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-20 school year. PE Teachers were not able to administer the Healthy Fitness Test.
2. Based on 2019, abdominal strength and endurance and body composition will be areas of focus for our 5th grade students. For grade 7, we will focus on increasing upper body strength and body composition. These areas were identified from the previous school year data.

# California Healthy Kids Survey

## Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	76 %	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	89 %	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	94 %	6.1

- Overall, our fifth grade students report a positive and emotionally safe school environment which supports learning at the highest levels. There is a deliberate focus to create a learning environment in which the aims and values of IB are evident. We have implemented the Choose Love social emotional curriculum school wide.
- Six percent more fifth grade students report feeling safe at school, either "most of the time" or "all of the time" when compared to previous California Healthy Kids Survey data. More students report that teachers and adults treat them with respect this year, an increase of 3% from the previous year. Feeling connected, safe and cared about allow students to be more involved at school and more engaged in their learning.

## Middle Schools Grade 7 and High Schools Grades 9 and 11:

7<sup>th</sup> or 9<sup>th</sup> Grade

11<sup>th</sup> Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	69 %	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	70 %	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	74 %	%

- Overall, students report a positive school environment with caring adult relationships, feeling connected and safe at school. A decrease of 9% when compared to previous Healthy Kids survey data was noted with regards to students feeling "very safe" or "safe" at school. One question identified as an area for improvement asked students if they had been harassed or bullied for their race, ethnicity, or national origin. Although 77% of students reported they did not experience being harassed or bullied, 14% of students reported being harassed or bullied for their race, ethnicity, or national origin 2 or more times.
- Almost three fourths of students reported a caring teacher or other adult who really cares about them at school.
- This survey was completed during distance learning in the Spring of 2020 and may have contributed to students feeling less connected to school because they were not able to attend in person.
- There is a deliberate focus to create a learning environment in which the aims and values of IB are evident. We have implemented the Choose Love social emotional curriculum in order to create a culture of kindness in our middle school. We added a 25 minute Advisory period once a week specifically to address the social emotional needs of our students.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2019-20 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>819</b>	<b>20.1</b>	<b>8.4</b>	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	69	8.4
Homeless	2	0.2
Socioeconomically Disadvantaged	165	20.1
Students with Disabilities	140	17.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.3
American Indian	1	0.1
Asian	49	6.0
Filipino	23	2.8
Hispanic	234	28.6
Two or More Races	92	11.2
Pacific Islander	4	0.5
White	404	49.3



### Conclusions based on this data:

1. The demographics of Joe Michell School continue to evolve just as our education programs have. Our student population reflects the diversity of the community surrounding our school. The diversity of languages spoken by our school community is wide-ranging with 17 different languages spoken.
2. As part of our IB Programmes, we offer a self-contained Moderate Special Day Class (SDC) for students from K-8th grade. This also provides students opportunities to be included within our Primary Years and Middle Years IB Programmes.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Our English Language Arts and Mathematics performance levels were both in the high performance level (green) for all students, while our suspension rate was in the lower (orange) performance level. While we have been focused on improving student academic performance, attending to student behaviors that lead to school success will also improve students suspension rate. We just began Positive Behavior Interventions and Support (PBIS) training as part of Cohort 3 and plan to implement these new student behavior expectations as we begin the school year within a distance learning format. Focusing on the positive behaviors we expect to see will provide clear examples for students to follow and reduce escalation into discipline.
2. Chronic Absenteeism was identified in the high performance level (green) for all students. Our teachers have created engaging, meaningful, and relevant IB Units of Inquiry that motivate students to participate in their education by coming to school each day. Students who have difficulty with regular school attendance are supported through our Coordination of Services Team (COST) to address chronic absenteeism.



# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 23.9 points above standard Increased ++7.4 points 535	<p><b>English Learners</b></p>  Yellow 16.2 points below standard Increased Significantly ++15.2 points 77	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 16.7 points below standard Increased ++9.2 points 129	<p><b>Students with Disabilities</b></p>  Yellow 46.8 points below standard Increased ++13.9 points 110

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">73.8 points above standard</span> Increased Significantly ++22 points 33	 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">20.7 points above standard</span> Increased Significantly ++13.9 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e1eef6; padding: 2px;">1.3 points below standard</span> Increased ++12.7 points 164	 Green <span style="background-color: #e1eef6; padding: 2px;">27.4 points above standard</span> Increased ++6.9 points 69	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green <span style="background-color: #e1eef6; padding: 2px;">36.5 points above standard</span> Maintained ++0.2 points 241

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1eef6; padding: 2px;">50.6 points below standard</span> Increased Significantly ++29.6 points 39	<span style="background-color: #e1eef6; padding: 2px;">19.1 points above standard</span> Declined -8.6 points 38	<span style="background-color: #e1eef6; padding: 2px;">27.4 points above standard</span> Maintained ++1.7 points 413

**Conclusions based on this data:**

1. Due to the COVID-19 pandemic, the CAASPP was not administered in the 2019-20 school year. The results of the 2019 English Language Arts Assessment showed that overall students scored within the green performance level with 23.9 points above standard. This is an improvement from our previous 2018 Fall Dashboard report. All of our student groups scored within the yellow or green performance levels. This is also an improvement from the previous State indicator. Student groups scoring in the very high and high levels include: White, and 2 or more races. Hispanic, English Learner, Special Education and Socioeconomically Disadvantaged student groups scored in the medium level. These student groups also demonstrated an increase from the previous State indicator. Filipino and Two or More Races student groups experienced a decline from the previous year performance data.
2. English Learner students who were reclassified within the past four years ( RFEP) scored 19.1 points above standard, however this demonstrated a decline from last year. Our English only students also scored 27.4 points above standard, which maintained the performance level from the previous 2018 Fall Dashboard report. Our English Learner students demonstrated a significant increase from the previous performance data. We will continue to implement designated English Language Development instruction and scaffolded instruction using GLAD or SDAIE instructional strategies to support our English Learners and Reclassified English Learners.
3. The staff at Joe Michell continue to reflect upon their instructional practices in order to better meet the learning needs of our students. We will continue to focus on creating opportunities for targeted instruction to reduce the learning gap that still exists among our students groups. This past year, we added an intervention period to our middle school

schedule to identify students in need of additional instruction and support in both reading and writing skills. We did not get a chance to evaluate the effectiveness of this process due to the global pandemic and student learning moved to an online format for the remainder of the school year.

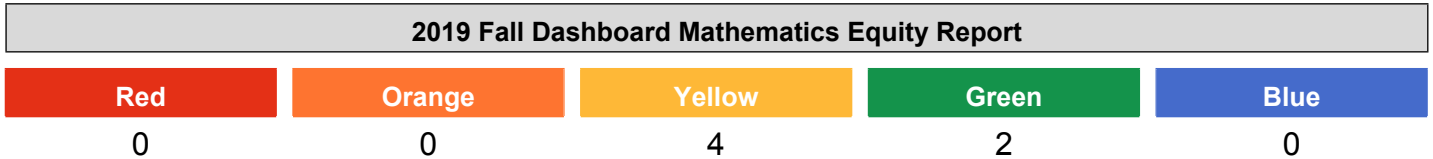
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>10.7 points below standard</p> <p>Increased ++8 points</p> <p>535</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>49.6 points below standard</p> <p>Increased ++7.5 points</p> <p>77</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>56.3 points below standard</p> <p>Increased ++5.3 points</p> <p>129</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>72 points below standard</p> <p>Increased Significantly ++15.3 points 110</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color 59.1 points above standard Increased Significantly ++28.8 points 33	 No Performance Color 13.4 points below standard Increased Significantly ++22.5 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.8 points below standard Increased ++14 points 164	 Green 3.8 points above standard Increased ++5.3 points 69	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 3.6 points above standard Maintained ++2.1 points 241

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.6 points below standard Increased Significantly ++17 points 39	21.9 points below standard Declined -10 points 38	5.4 points below standard Maintained ++2.8 points 413

#### Conclusions based on this data:

- The results of the 2019 Mathematics Assessment showed that overall, our students scored in the green performance level with only 10.7 points below standard. This is an increase from our previous 2018 Fall Dashboard report. All of our student groups scored within the yellow or green performance level. This is also an improvement from the previous State indicator where some student groups scored within the orange performance level. Student groups scoring in the high levels include: White and 2 or more races. Hispanic, English Learner, Special Education and Socioeconomically Disadvantaged student groups scored in the medium level. Every student group demonstrated an increase or significant increase from the previous State indicator with the exception of our White student group who maintained performance from last year.
- Our English Learner students' scores increased significantly from the previous Dashboard Data Comparisons by 17 points. The performance level of our English Learner students who were reclassified declined by 10 points from the previous year data. Our English only students performed at the same level as last year on the Mathematics State indicator. We will continue to focus on providing designated English Language Development instruction and scaffolded instruction using GLAD or SDAIE instructional strategies to support our English Learner students and Reclassified English Learners.
- The staff at Joe Michell continue to reflect upon their instructional practices in order to better meet the learning needs of our students. We will continue to focus on creating opportunities for targeted instruction to reduce the learning gap that still exists among our students groups. This past year, we added an intervention period to our middle school

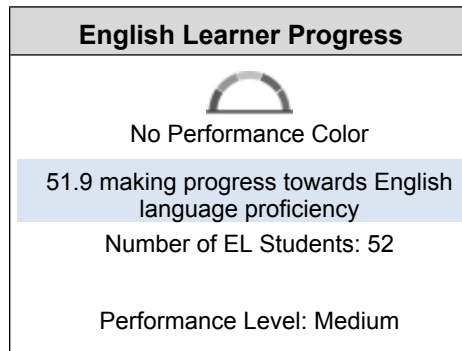
schedule to identify students in need of additional instruction and support in Mathematics. We did not get a chance to evaluate the effectiveness of this process due to the global pandemic and student learning moved to an online format for the remainder of the school year.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.5	36.5	5.7	46.1

#### Conclusions based on this data:

- Overall, our English Learner student performance was medium for all State indicators. This was a positive increase when compared to the previous year State indicator. English Learners student performance in both English Language Arts and Mathematics increased when compared to the previous year State indicator, however, the status is still considered a medium level and an area for growth. Suspension rate for English Learners is low and declined significantly from the previous school year.
- Of the 52 students completing the ELPAC, 24 students progressed at least on level, while 6 students decreased one level. 26% scored in the Performance Level 4, 26% scored in the Performance Level 3, 23% scored in the Performance Level 2, and 25% scored in the Performance Level 1. A deeper analysis revealed that 40% of EL students scored in the well developed performance level on the oral portion of this assessment, while only 9% scored in the well developed performance level on the written portion of the same assessment. Speaking appeared to be a strength for our EL students with 55% scoring in the Well Developed performance level, while reading appeared to be a relative weakness with 40% scoring in the Beginning performance level. 71% of our EL students scored in the Somewhat/Moderately performance level in writing which is an academic area that will support reading by demonstrating the reciprocity of literacy.
- The staff at Joe Michell continue to reflect upon their instructional practices in order to better meet the learning needs of our students. We will continue to focus on creating opportunities for targeted instruction to reduce the learning gap that still exists among our students groups. This past year, we added an intervention period to our middle school schedule to identify students in need of additional instruction and support for English Language Development. We did not get a chance to evaluate the effectiveness of this process due to the global pandemic and student learning moved to an online format for the remainder of the school year.



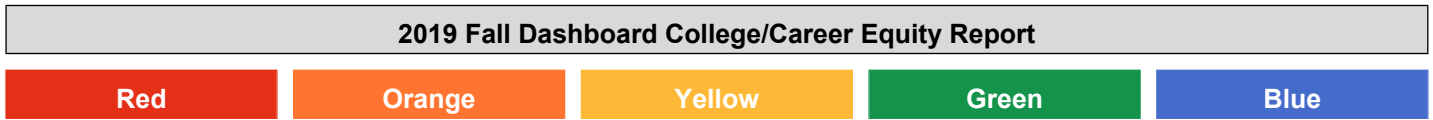
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

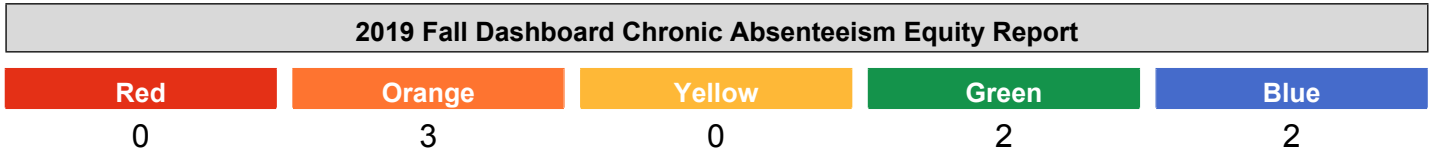
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>3</p> <p>Declined -0.8</p> <p>805</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>3</p> <p>Maintained 0</p> <p>67</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>6.9</p> <p>Increased +0.9</p> <p>173</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>5.8</p> <p>Increased +1.3</p> <p>171</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 0 Declined -7.3 50	 No Performance Color 0 Maintained 0 23
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.6 Increased +1.6 233	 Green 1.1 Increased +1.1 93	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 2.3 Declined -2.2 391

**Conclusions based on this data:**

1. We strive to create an atmosphere that students want to be a part of. As an IB School, our Units of Study foster inquiry and are project based which is very meaningful and relevant for students. Our student attendance rates reflect this work. However, when there are students who have difficulty attending school, our Coordinated Services Team (COST) meets to provide assistance to students and families to improve attendance. We continue to work with students who are chronically absent to re-engage them into our school environment. Our school counselor provides student check-ins to help problem solve issues that become barriers to their academic performance.
2. Although most student groups have shown improvement in the area of Chronic Absenteeism, our Asian and White student groups have not experienced similar improvement. Individual students will be identified to provide extra support through our COST process and our Student Attendance and Review Team (SART) as a means of improving school attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

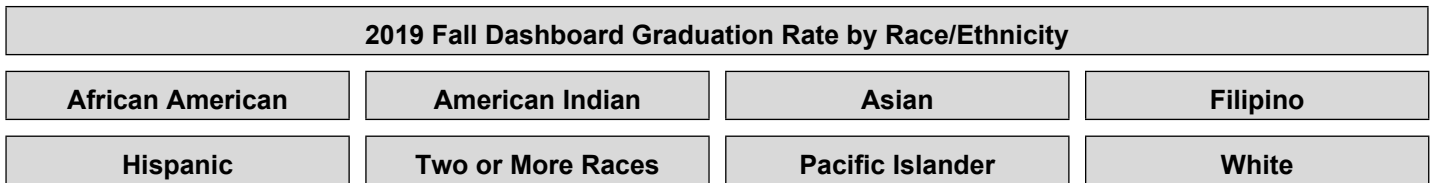
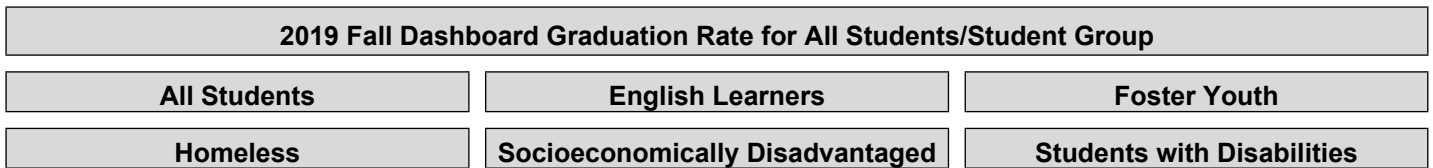
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

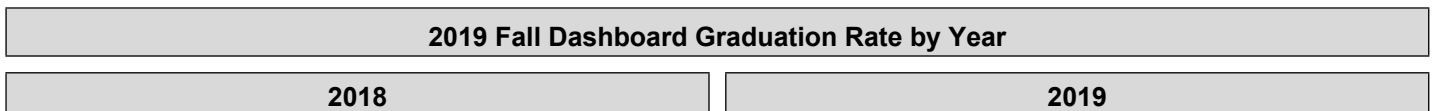
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

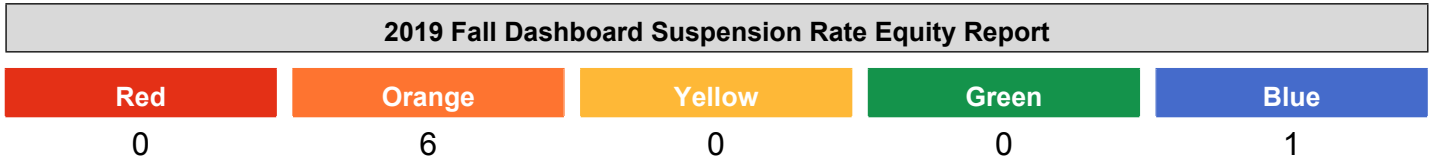
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 2.7 Increased +1.5 814	<p><b>English Learners</b></p>  Orange 2.9 Increased +0.9 70	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not 2	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 4 Increased +1.7 176	<p><b>Students with Disabilities</b></p>  Orange 3.5 Maintained +0.2 173

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 52	 No Performance Color 0 Maintained 0 23
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.8 Increased +1.8 236	 Orange 2.1 Increased +0.9 94	 No Performance Color Less than 11 Students - Data 4	 Orange 2.8 Increased +2 394

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	2.7

**Conclusions based on this data:**

1. Overall, our student suspension rate is in the low performance level (orange color), a decrease from our previous school year. Our Asian student group had the lowest percentage of suspensions. Our English Learners, Socioeconomically Disadvantaged, Hispanic, Students with Disabilities and White student groups had the highest percentage of suspensions. The suspension rate for 2019 more than doubled from the previous school year. While the suspension rate increased, the increase was experienced in all student groups which differs from previous years when our White student group had the lowest percentage of suspensions. As a school site, we have begun training for Positive Behavior Interventions and Supports (PBIS), to create consistent student behavior expectations school wide that will reduce the behavior escalation to discipline. In our Middle Years Programme, we have created an Advisory period that meets on Wednesdays for the purpose of implementing Choose Love social emotional curriculum and activities that create a culture of kindness.
2. Student behavior continues to be an area of focus as we continue implementation of our Multi-tiered Systems of Support (MTSS) to ensure that we support students with academic, behavior and social-emotional skills that will lead to school success. The IB Learner Profile traits that are at the heart of every IB Programme have been linked to the Choose Love curriculum with specific lessons that teach students self management skills which will support students during challenging times. Our school counselor has been instrumental in providing extra support for students who have social and emotional challenges that extend beyond our Choose Love curriculum.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Subject: Academics

### Goal Statement

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready

### Basis for this Goal

Local formative and summative assessments  
District Assessments  
ELPAC  
EL Reclassification

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Local assessment data using Developmental Reading Assessment and Individual Reading Inventory.	72% of students met grade level proficiency in reading comprehension using DRA and IRI assessments at the end of Trimester 2 of the 2019-20 school year.	85% of all students will meet grade level proficiency in reading comprehension as measured by DRA and IRI Assessments.
Local formative and summative assessments	56% of students met grade level proficiency in Mathematics using local formative and summative assessments at the end of Trimester 2 of the 2019-20 school year.	85% of all students will meet grade level proficiency in Mathematics as measured by local formative and summative assessment.
Local and District Writing Assessment	68% of students demonstrated improved writing scores as measured by Local Writing Assessment at the end of Trimester 2 of the 2019-2020 school year.	All students will improve their writing score by one point or achieve a score of 3 or higher by the end of the academic years, as measured by the District Writing Assessment.

### Planned Strategies/Activities

#### Strategy/Activity 1

Focus Area: Reading Comprehension

During the 2020-2021 school year, our staff will implement evidenced-based conversations using literary and informational texts school-wide, specifically focused on Reading Literature (RL1) and Reading Informational (RI1) Standards (Key ideas and details). Students will increase vocabulary by reading increasingly complex texts.

#### Students to be Served by this Strategy/Activity

All Students

## Timeline

8/20/2020 – 6/6/2021

## Person(s) Responsible

Classroom Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Provide literacy screening assessments to identify students in need of literacy intervention. Develop a schedule that allocates time for reading intervention, including English Language Development for English Learners. Literacy groups emphasizing differentiated reading comprehension, word analysis, sequencing, fluency, vocabulary expansion, and guided reading will be implemented. Online resources will be used during distance learning to provide reading intervention and extra support.
<b>Amount</b>	6500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Release time through substitutes or teacher hourly pay to revise IB Units of Study and analyze student work samples using IB Criteria. Part of the IB Unit planning includes designing strategies to differentiate their instruction to meet the needs of EL, SED, foster youth, and at-promise students.
<b>Amount</b>	450
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Release time through substitutes for teachers to participate in professional development or observe effective instructional practices in reading, writing, and math to support implementation of the IB Programme of Inquiry for EL, SED, foster youth, and at-promise students.
<b>Amount</b>	3500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase literature titles that support the implementation of Choose Love social and emotional curriculum and IB Units of Study by providing books at different lexile levels.

## Strategy/Activity 2

Focus Area: Mathematics

During the 2020-21 school year, our staff will implement evidenced-based conversations to communicate results of student investigations and mathematical thinking, using District-adopted textbooks. Students will produce coherent writing in math and use mathematical vocabulary to justify their conclusions and communicate their mathematical reasoning. Teachers will design opportunities for students to use technology to research, problem-solve, and analyze



data. A focus on fostering a growth mindset and including visual Mathematical strategies offered provided by Jo Boaler's YouCubed website at all grade levels.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/20/2020 – 6/6/2021

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Use math assessments to identify students in need of intervention and extra support. Develop a schedule that allocates time for students to receive additional instruction and extra support will be implemented. Online resources will be used during distance learning to provide math intervention and extra support.
<b>Amount</b>	7000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	License renewal of reading and math computer programs ( examples: Reading Eggs and Math Seeds) which provide students with an interactive approach to maintain skills or provide students with additional practice.
<b>Amount</b>	1800
<b>Source</b>	Title II Part A: Improving Teacher Quality
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Virtual Professional Development Workshop for 6 teachers to attend Dr. Jo Boaler and CUE to learn successful strategies for teaching online.

### Strategy/Activity 3

Focus Area: Writing

Joe Michell staff will continue to advance writing scores by differentiating instruction for all students. All students will improve their writing score by one point or achieve a score of 3 or higher by the end of the academic year, as measured by the District Writing Assessment.

During the 2020-21 school year, our staff will continue implementing a Writer's Workshop model to implement Teachers' College Units of Study or Benchmark Advanced curriculum using literary and informational texts school-wide. Evidenced-based writing will be used in all content areas. We plan to increase the use of technology in all grades to support students typing and keyboarding skills necessary for using Google Docs and other related programs. Our focused English Language Development (ELD) will include academic vocabulary and sentence frames to support our EL students.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/20/2020– 6/6/2021

## Person(s) Responsible

Principal/Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Use assessments to identify students in need of literacy intervention. Develop a schedule that allocates time for reading and writing intervention, including English Language Development for English Learners. Literacy groups emphasizing differentiated reading comprehension, word analysis, sequencing, fluency, vocabulary expansion, and guided reading and writing will be implemented. Online resources will be used during distance learning to provide reading intervention and extra support.
<b>Amount</b>	450
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Release time for teachers to observe effective instructional practices in reading, writing, and mathematics to support the implementation of the IB Programme of Inquiry for EL, SED, foster youth, and at-promise students.

## Strategy/Activity 4

Focus Area: Articulation

The goal is to create a learning environment in which the aims and values of IB and District goals are evident in every classroom. Increase collaboration to support staff through implementation of California State Standards, District goals, and IB requirements.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

8/20/2020 – 6/6/2021

## Person(s) Responsible

Principal, Teachers, and IB Coordinator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
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<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Joe Michell IB/Instructional Leadership Team attended the District Leadership Institute in August and identified two areas: 1) Schoology and 2) Multi-tiered Systems of Support (MTSS) as areas to focus our collaboration meeting time. This team will meet 12 times throughout the school year to lead the Professional Learning Community (PLC) meetings. The PLC structures are used to articulate goals among grade levels and vertically within the school (PYP and MYP).
<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Teachers and staff will meet with the IB Coordinator to reflect and refine IB Unit Planners. The IB Programme of Inquiry is revisited each year to ensure articulation of IB Units across the PYP. Approaches to Learning Skills will be aligned between both IB Programmes as well.
<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	The IB Coordinators at Joe Michell and Granada will collaborate to ensure articulation between both IB School and Programmes. Middle Years Programme (MYP) Staff will collaborate with high school MYP staff to connect both IB Programmes as well as academic subject areas.
<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Online IB Training courses during the COVID-19 pandemic do not require travel or teacher release time.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Conditions for Learning

### Goal Statement

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

### Basis for this Goal

Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)  
 Annual attendance rate/chronic absenteeism  
 Suspension rate  
 SWIS Data  
 Panorama Survey  
 Parent Engagement Survey  
 Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Physical Fitness Logs and Work Out Journals	Physical education activities provided during distance learning to equal 200 minutes per 10 days for elementary grades and 400 minutes per 10 days for middle school grades	Increase the percentage of students completing Physical Fitness activities through distance learning and completing Work-out journals.
Annual Attendance Rate	Elementary 96.22% Middle School 95.87% Chronic Absenteeism 0.9% school wide Attendance data included 7 months of actual attendance before Shelter in Place and distance learning.	Actual Attendance 98%
Suspension Rate	Suspension rate 2.7%	Reduce suspension rate by 50% for all student subgroups
Healthy Kids Survey - Grades 5 and 7 (every other year)	83% of 5th graders feel safe at school and 91% report students are treated with respect. 79% of 7th graders perceive school being safe or very safe and 89% report moderately high or high level of caring adult relationships at school.	Maintain a high level of safety and level of caring adult relationships for all students as evidenced by increasing Healthy Kids Survey to 90% for both 5th and 7th grade students.
Panorama Survey - Grades 3rd - 5th	54% of students report favorable emotional regulation strategies, 56% report having a growth mindset and 76% report having self-management skills.	Increase the percentage of students by 10% who regulate and manage their emotions, thoughts and behaviors, especially facing challenges during distance learning.

# Planned Strategies/Activities

## Strategy/Activity 1

Focus Area: Character Education/ Suspensions/ Diversity Appreciation/ Respectful and Inclusive

The ethical quality of the school community will improve through implementation of IB Learner Profile and participation in the IB Action with emphasis on the culminating 5th grade Exhibition and 8th grade Community Projects. The Advisory period for middle school will help develop the Approaches to Learning skills which will support students' social and emotional growth as well.

The goal is to create a learning environment in which the aims and values of IB are evident, thereby reducing the number of discipline suspensions and support the social emotional needs of our students.

All students feeling safe at school by implementation of Choose Love Social Emotional curriculum school wide.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/20/2020 – 6/6/2021

### Person(s) Responsible

Principal/Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	300
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Staff will continue to reinforce the IB Learner Profile traits and make links throughout the IB Units of Inquiry. Communication of each Learner Profile trait and IB Approaches to Learning Skills through newsletters, notes homes, email, website, etc.
<b>Amount</b>	14,100
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Kid Connection will be provided to support English Learners, Socioeconomic Disadvantaged, Foster Youth, and At-promise students with social and emotional skills necessary to be successful learners.
<b>Amount</b>	3,500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase literature titles that support the implementation of Choose Love Social and Emotional curriculum and IB Units of Study.

## Strategy/Activity 2

Focus Area: Attendance/Chronic Absenteeism

To create a school environment that encourages student attendance and engagement through positive reinforcement and support for families who have challenges that interfere with consistent school attendance.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

8/20/2020 – 6/6/2021

### Person(s) Responsible

Administrator/ Child Welfare and Attendance Liaison (CWA) Office Specialist

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	The Coordinated Services Team (COST) will closely monitor students' attendance. Parents/Guardians whose children have an excessive number of tardies or absences will be contacted. When necessary, School Attendance and Review Team (SART) meetings will be scheduled so strategies can be discussed and agreed upon by all team members, including parents/guardians. Parents/guardians will be strongly urged to use the school district calendar to plan family vacations.

### Strategy/Activity 3

Focus Area: Physical Fitness

Increase the opportunities for students to be physically active during distance learning and when students are safe to return to school.

### Students to be Served by this Strategy/Activity

All students.

### Timeline

8/20/2020 – 6/6/2021

### Person(s) Responsible

Principal, Vice Principal, and Teaching staff

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Ensure physical education is available to students in accordance with CA required minutes: 200 minutes per 10 days for elementary grades and 400 minutes per 10 days

	for middle school grades. Include physical health as part of the IB Learner Profile trait: Balanced.
<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Increase the number of middle school students participating in school sports teams such as volleyball, basketball, and track when school resumes to in- person learning on campus.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Parent and Community Engagement and communication

### Goal Statement

Focus Area: Enhance parent and community engagement and communication.

### Basis for this Goal

Teachers utilizing on-line communication/gradebook  
Parent participation on site committees  
Other local measures

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Participation on site committees and school events.	66% of parents report volunteering in class or on field trips 17% of parents report participating on School or District Committees 44% of parents are satisfied with school/home communication Baseline data reflect August through February, the final trimester moved to distance learning.	Increase parent participation at school events and committees, including Friends of Joe Michell, English Language Advisory Committee , School Site Council by 10%.

### Planned Strategies/Activities

#### Strategy/Activity 1

We will encourage parent/guardian, family, and community involvement in school through a variety of activities. Virtual meetings and events will be substituted during distance learning to ensure safety of students, staff and families. Increase communication through a variety of methods to enhance school/community involvement. Engage students and families to complete survey to provide feedback for IB re-authorization virtual visit in the Fall of 2021.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

8/20/2020 – 6/6/2021

#### Person(s) Responsible

Principal, Teachers, students and families

#### Proposed Expenditures for this Strategy/Activity



<b>Amount</b>	300
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	We will inform and invite school community to attend Back to School Night, Open House, Family Literacy, Family Science, Multicultural Night as well as other school community events. Interpreters for parents' meetings, Individual Education Plan meetings, and childcare will be provided when needed. Virtual events will be substituted during distance learning to ensure safety of students, staff and families.
<b>Amount</b>	300
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Informational events that inform families about our IB Programmes and community events celebrating the diversity within our school. IB Brochures and pamphlets that inform parents/guardians about our IB Primary Years and Middle Years Programmes as well as materials for cultural displays will be provided. Virtual meetings and events will be substituted during distance learning to ensure safety of students, staff and families.
<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Parent/ Teacher conferences will be scheduled in the fall and the spring to establish student goals and report on student progress. Virtual meetings and events will be substituted during distance learning to ensure safety of students, staff and families.
<b>Amount</b>	800
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for parent information events such as Family Literacy, Family Math, Family Science and Bedtime Books for SED, EL, Foster Youth, and At-promise students that support IB Reading, Writing, and Math instruction at home. Virtual meetings and events will be substituted during distance learning to ensure safety of students, staff and families.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 1

Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase in percentage of students who meet or exceed ELA standards using CAASPP data	10% increase in percentage from the previous year CAASPP data	In March 2020, the U. S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-20 school year. Students did not take the CAASPP in 2020. The end of school year DRA and IRI assessments to evaluate reading assessment were not conducted as a result of the COVID-19 pandemic and student moving to distance learning the last trimester.
Increase in percentage of students meeting grade level proficiency in reading comprehension as measured by DRA and IRI assessments.	85% of all students in each grade level will meet grade level proficiency.	In March, students moved to distance learning as a result of the COVID -19 pandemic. The end of school year DRA and IRI assessments were not completed.
Increase in percentage of students who meet or exceed Math standards using CAASPP data.	10% increase in percentage from the previous year CAASPP data.	In March 2020, the U. S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-20 school year. Students did not take the CAASPP in 2020.
All students will improve their writing score by one point or achieve a score of 3 or higher by the end of the academic year, as measured by the District Writing Assessment.	All students will achieve a score of 3 or higher by the end of the academic year.	In March, students moved to distance learning as a result of the COVID -19 pandemic. The end of school year writing assessments were not completed.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/ Reading Comprehension - During 2019-20, staff will implement evidenced-based conversations using literary and informational texts	Students were identified using literacy screening assessments for reading intervention. Literacy intervention was provided prior to shelter in place due to the COVID -19	Provided release time for teachers to participate in IB Self-study which included revising IB Units of Study and analyzing IB Criteria. 1000-1999:	Provided release time for teachers to participate in IB Self-study which included revising IB Units of Study and analyzing IB Criteria. 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>schoolwide, specifically focused on Reading Literature (RL1) and Reading Informational (RI1) Standards (Key ideas and details). Students will increase vocabulary by reading increasingly complex texts.</p>	<p>pandemic. Teachers met with IB Coordinator in grade level teams to complete IB Self-study and revision of IB Units of Study to align with CA Content Standards.</p>	<p>Certificated Personnel Salaries LCFF - Supplemental 6,500</p> <p>Purchased additional Units of Study in Phonics to support Tier 1 literacy instruction in Grade 2. 4000-4999: Books And Supplies LCFF - Supplemental 1050</p>	<p>Certificated Personnel Salaries LCFF - Supplemental 6,000</p> <p>Purchased additional Units of Study in Phonics to support Tier 1 literacy instruction in Grade 2. 4000-4999: Books And Supplies LCFF - Supplemental 1,100</p>
<p>Mathematics - the staff will implement evidenced-based conversations to communicate results of student investigations and mathematical thinking, using the District- adopted textbook. Students will produce coherent writing in math and use mathematical vocabulary to justify their conclusions and communicate their mathematical reasoning. Staff will design opportunity to use technology to research, problem-solve and analyze data.</p> <p>Collaboration with District Math Leads to facilitate implementation of the newly adopted math textbook. Continuing professional development for implementation of CA State Standards, specifically evidenced-based conversations to communicate results of investigations and mathematical thinking and design opportunities for students to use technology to apply mathematical concepts.</p>	<p>Grade level Professional Learning Communities shared strategies using Jo Boaler YouCubed curriculum Mindset Mathematics. Math rotation in the intermediate grades to target students in need of additional math support.</p> <p>License renewal of reading and math programs for the purpose of intervention or maintenance of math and language arts skills.</p>	<p>Release time for teachers to observe effective instructional practices to support EL, SED, foster youth and at-promise students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,500</p> <p>License renewal of reading and math computer programs (examples Reading Eggs, and Math Seeds) 4000-4999: Books And Supplies LCFF - Supplemental 3,500</p>	<p>Release time for teachers to observe effective instructional practices to support EL, SED, foster youth and at-promise students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000</p> <p>License renewal of reading and math computer programs (examples Reading Eggs, and Math Seeds) 4000-4999: Books And Supplies LCFF - Supplemental 3,000</p>
<p>Writing - staff will continue to implement Writing Units</p>	<p>Our staff has created a consistent schedule for</p>	<p>Scheduling program (FLEXISched) to</p>	<p>Scheduling program (FLEXISched) to</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
of Study using literary and informational texts school wide. Evidenced-based writing will be used in all content areas. Increasing the use of technology in all grades will support students typing and keyboarding skills necessary for using Google Docs and other related programs, Focused English Language Development to include academic vocabulary and sentence frames to support our EL students.	English Language Development (ELD) which provided additional instruction for English Learners (EL). Professional Learning Communities with a focus on implementing Writer's Workshop model for the teaching of writing continued this year. Evidenced based writing was observed in all content areas prior to shelter in place due to global pandemic.	organize middle school FLEX/Intervention period to support students at risk of failing. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3,500	organize middle school FLEX/Intervention period to support students at risk of failing 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3,550
Continue planning to create International Baccalaureate (IB) Units of Inquiry.	Staff met with IB Coordinator to reflect and refine IB Unit Planners. IB Coordinators from Joe Michell and Granada collaborated to ensure articulation between the IB MYP and DP Programmes.	No Cost	No Cost

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All grade- level and subject- specific teachers worked with the IB Coordinator to complete the IB Self-Study Questionnaire to prepare for our IB Re-authorization visit. All IB Units of Study were evaluated to ensure alignment the CA Content Standards with the IB requirements from the beginning to the end of the unit (Provocation to Assessment). Through this process, all IB Units were articulated vertically and horizontally to create Joe Michell's IB Programme of Inquiry for PYP and MYP.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

In addition to our academic goals, we completed our IB Self-Study in preparation for our IB re-authorization visit which had to be rescheduled for October 2020 due to the shelter in place as a result of the COVID-19 pandemic last spring. We met in grade- level teams in both the Primary Years and Middle Years Programme and created consistent student outcomes articulated across all grade levels. The self study process provided us with an opportunity to evaluate and reflect upon our instructional practices to address the California State Standards embedded within our IB Programme of Inquiry.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a minor variance between proposed expenditures and estimated actual expenditures. In March, we were required to shelter in place due to the COVID-19 pandemic and students moved to distance learning. During the last trimester of the 2019-20 school year, we cancelled all substitutes and teacher release time as all scheduled training had been cancelled.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our commitment to provide opportunities for students needing additional academic, behavioral, or social emotional support during the school day will continue to be a focus for the 2020-2021 school year. Even though we are starting the school year with distance learning, we will be using the strategies we learned through PBIS training to establish clear student behavior expectations. We have established a COST referral process to identify students in need of additional academic, behavioral, or social emotional support.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 2

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Physical Fitness Test Assessment	Increase the percentage of students achieving the Healthy Fitness Zone to 70%	In March 2020, the U. S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019-20 school year. PE Teachers were not able to administer the Healthy Fitness Test.
Annual Attendance Rate	Actual Attendance 98%	Actual Attendance 96% through Month 7. Shelter in place due to the COVID-19 pandemic resulted in students moving to distance learning for the last trimester of the school year.
Suspension Rate	Reduce Suspension rate for specific student subgroups	Suspension rate was reduced 50% from previous school year. Shelter in place occurred in March 2020, students moved to distance learning for the remainder of the school year.
Healthy Kids Survey - Grades 5 and 7	Maintain a high level of safety and level of caring adult relationship for all students.	6% increase in percentage of 5th grade students who reported feeling safe at school and 85% reported caring adults at school. 7% reduction in percentage of 7th grade students who reported feeling safe at school. 74% reported caring adults at school.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Focus Area: Character Education/ Suspensions/ Diversity Appreciation/ Respectful and Inclusive</p> <p>The ethical quality of the school community will improve through implementation of IB Learner Profile and participation in the IB Action with emphasis on</p>	<p>One of the strengths of our school is our caring school culture. This is in large part due to the implementation of IB Learner Profile and participation in the IB Action. Our 5th and 8th grade students complete a culminating project at the end of the PYP or MYP Programme that</p>	<p>Purchase and make posters of the IB Approaches to Learning skills and IB Learner Profile Trait for classrooms and hallways. 4000-4999: Books And Supplies LCFF - Supplemental 300</p>	<p>Purchased and made posters of the IB Approaches to Learning skills and IB Learner Profile Trait for classrooms and hallways. Communication to parents regarding the IB Programme through newsletters, school</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>the culminating 5th grade Exhibition and 8th grade Community Projects. The Advisory period for middle school will help develop the Approaches to Learning skills which will support students' social and emotional growth as well.</p> <p>The goal is to create a learning environment in which the aims and values of IB are evident, thereby reducing the number of discipline suspensions by 50% percent and support the social emotional needs of our students.</p> <p>All students feeling safe at school by implementation of Choose Love Social Emotional curriculum school wide.</p>	<p>strengthens their commitment to serve our local community or the global community. The Advisory period for middle school helps develop the Approaches to Learning skills which will support students' social and emotional growth through the Choose Love curriculum.</p> <p>We have implemented the Choose Love social emotional curriculum school wide from TK-8. As a result, our students have reported feeling safe at school and feel that there are caring adults at school.</p> <p>Kid Connection will be provided to support English Learners, Socioeconomic Disadvantaged, Foster Youth, and At-promise students with social and emotional skills necessary to be successful learners.</p>	<p></p> <p>Kid Connection staff 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14,100</p> <p>Purchase literature titles that support the implementation of Choose Love social emotional curriculum and IB Units of Study. 4000-4999: Books And Supplies LCFF - Supplemental 4550</p>	<p>events. etc. 4000-4999: Books And Supplies LCFF - Supplemental 200</p> <p>Kid Connection was provided to support English Learners, Socioeconomic Disadvantaged, Foster Youth, and At-risk students with social and emotional skills necessary to be successful learners. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14,100</p> <p>Literature titles were purchased that support Choose Love social emotional curriculum and IB Units of Study. 4000-4999: Books And Supplies LCFF - Supplemental 2,400</p>
<p>Focus Area: Attendance/Chronic Absenteeism</p> <p>To create a school environment that encourages student attendance through positive reinforcement and support for families who have challenges that interfere with consistent school attendance.</p>	<p>We implemented a Coordinated Services Team (COST) this year to expand our student review process to include our health nurse, school counselor, school psychologist, administrator, and Child Welfare and Attendance clerk. The purpose of this team is to identify students and families in need of support whether academic, behavioral, or social emotional that may be impacting their ability to attend school regularly.</p>	<p>No cost None Specified None Specified 0</p>	<p>No cost None Specified None Specified 0</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Focus Area: Physical Fitness</p> <p>To increase the percentage of students passing at least 5 of the 6 Healthy Fitness Zone standards to 70% by increasing the opportunities for students to be physically active at school.</p>	<p>We ensure physical education is available to students in accordance with CA required minutes: 200 minutes per 10 days for elementary grades and 400 minutes per 10 days for middle school grades. We have included physical health as part of the IB Learner Profile trait: Balanced.</p> <p>Before Shelter in Place, we encouraged middle school students to participate in school sports teams such as volleyball, basketball and track.</p>	<p>No cost None Specified None Specified 0</p>	<p>No cost None Specified None Specified 0</p>
		<p>No cost None Specified None Specified 0</p>	<p>No cost None Specified None Specified 0</p>

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We continue to work to create an engaging and safe learning environment for all students by creating a culture that is caring, compassionate, and collaborative. We do this through our IB mission and philosophy which is evident throughout our campus. Regular Coordinated Services Team (COST) meetings with Administrator, Child Welfare and Attendance Liaison, School Nurse, School Counselor, and School Psychologist provided additional supports for students and families who had difficulty maintaining regular school attendance. Our IB Coordinator met regularly with the IB Coordinator at Granada High School to collaborate and ensure clear articulation between both IB Programmes as well as academic subject areas.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The total actual attendance reflects 7 months of in person learning. In March, our students moved to distance learning as a result of Shelter in Place due to the COVID-19 pandemic. We were able to provide middle school students with more opportunities to participate in after school sports teams. First Tee golf lessons were added to our middle school PE Units. During shelter in place, all after- school sports teams had to be cancelled. We anticipate resuming after-school sports when it is safe to do so.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Minor variances between proposed expenditure and estimated actual expenditures were due to estimating shipping and delivery costs of items purchased.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We may be adding additional time for Kid Connection so that we can meet the needs of our students. There were students who could have continued after their first round, however, there were other students who also needed support with social emotional needs, especially during distance learning. We will be adding parent resources created by our



School Counselor and School Psychologist to support families during the economic, health and social challenges related to the effects of this global pandemic.

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## Goal 3

Enhance parent and community engagement and communication.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent participation on site committees and school events.	Increase parent participation at school events and committees including Friends of Joe Michell, English Language Advisory Committee, and School Site Council	An increase in parent participation at school events, specifically community events sponsored by Friends of Joe Michell until March of 2020 when school moved to distance learning due to a global pandemic. School Site Council had consistent parent participation, however, English Language Advisory Committee had fewer parents in attendance.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will encourage parent, family and community involvement in school through a variety of activities. Increase communication through a variety of methods to enhance school/community involvement. Engage students and parents in a survey to provide feedback for IB re-authorization in the Spring of 2020.	<p>We added Facebook, Twitter, and Blackboard messages to inform and encourage parent participation at a variety of school/ community events. Bedtime Books provided younger children an opportunity to hear stories read from their teachers while their parents attended an informational meeting meant for the adults.</p> <p>We will inform and invite school community to attend Back to School, Family Science, Multicultural Night, as well as other community events.</p>	Interpreters for parents' meetings, Individual Education Plan meetings. Translation/ Childcare will be provided when needed. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 300	Translation/ Childcare was provided 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 200
Informational events that inform parents about our IB Programmes and community events	Informational events that inform parents about our IB Programmes and community events	IB Brochures and pamphlets that inform parents about our IB	IB brochures and pamphlets were purchased. 4000-4999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>celebrating the diversity within our school IB Brochures and pamphlets that inform parents about our IB Primary Years and Middle Years Programmes as well as materials for cultural displays will be provided.</p>	<p>celebrating the diversity within our school were scheduled.</p>	<p>Primary Years and Middle Years Programmes as well as materials for cultural displays will be provided. 4000-4999: Books And Supplies LCFF - Supplemental 300</p>	<p>Books And Supplies LCFF - Supplemental 100</p>
<p>Goal setting conferences will be scheduled in the fall and the spring to establish student goals and report on student progress.</p>	<p>Goal setting conferences were held in the fall, however, the spring conferences were cancelled due to shelter in place.</p>	<p>No cost None Specified None Specified 0</p>	<p>No cost None Specified None Specified 0</p>
		<p>Materials for parent information events such as Family Science, Bedtimes Books for SED, EL, Foster Youth, and At-risk students that support IB Reading, Writing, and Math instruction at home. 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Materials for parent information or family learning opportunities were purchased. 4000-4999: Books And Supplies LCFF - Supplemental 350</p>

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our Friends of Joe Michell School (FJMS) community organization aligned their mission with the IB mission and philosophy to create a more inclusive community. All families who have children in attendance are automatically members of FJMS. No cost community events (i.e. Multicultural Night, Holiday Fiesta, and Farmer's Market) were organized to encourage families to participate. We used a variety of methods to advertise and communicate with our school families, including social media which resulted in more participation. Parent information events with topics specifically for adults were paired with our Bedtime Books to provide younger children an opportunity to hear stories read to them while their parents attended the meetings.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

FJMS sponsored community events and no cost community events had the greatest parent participation and attendance (100-300 parents). ELAC, and SSC meeting saw few parents participating (5-15). Informational meetings such as IB Parent informational meetings observed average parents participation (50-100 parents). Communication through our newsletter, website, Blackboard, social media, and our marquee helped inform our parents about upcoming school events.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Minor variances between proposed expenditures and estimated actual expenditures were due to the COVID-19 pandemic which required large gatherings to be cancelled during the last trimester of the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will add to the variety of ways that we communicate with our school community to increase parent engagement and participation at school. Parent Ambassadors will be a critical school/parent partnership during distance learning to support families with the challenges facing our students during the COVID-19 pandemic.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$2,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	39,000.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$86,696	86,696.00
LCFF - Supplemental	\$33,000	2,800.00
Title II Part A: Improving Teacher Quality	\$2,000	200.00
Other	\$14,040	14,040.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	7,000.00
LCFF - Supplemental	30,200.00
None Specified	0.00
Title II Part A: Improving Teacher Quality	1,800.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,950.00
2000-2999: Classified Personnel Salaries	14,100.00
4000-4999: Books And Supplies	8,400.00
5000-5999: Services And Other Operating Expenditures	9,550.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	LCFF	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,950.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	14,100.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,400.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	750.00
None Specified	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,800.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Laura Lembo Ed.D	Principal
April Mata	Other School Staff
Katy Nelson	Classroom Teacher
Donielle Machi	Classroom Teacher
Karen Marguth	Classroom Teacher
Kara Armstrong	Parent or Community Member
Tracy Nakamura	Parent or Community Member
Dr. Steven Drouin	Parent or Community Member
Kristl Adams	Parent or Community Member
Laura Gallegos (ELAC)	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

	English Learner Advisory Committee
	Other: IB Steering/ Leadership Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/27/2020.

Attested:



Principal, Laura Lembo Ed.D on 10/29/2020



SSC Chairperson, Karen Marguth on 10/29/2020

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2020-2021 State and Federally – Funded Categorical Programs

#### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, **supporting our District SPSA Goals.***
- \$66,463

#### **Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$64,690

#### **Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:**

Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- \$204,194

#### **Migrant Education**

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, **supporting our District SPSA Goals.***
- \$259,691

#### **Title IV-A, Student Support and Academic Enrichment:**

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after school elementary math programs for at-risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$35,789



**Livermore Valley Joint Unified School District**  
**2020-2021 Migrant Education Program Site Plan – ALL SITES**

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and District support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intersession. Funds also support parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English/Language Arts and Math during the regular school year and summer school.
- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
- High School Credit Recovery Programs – *Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
- Migrant Middle and High School Speech and Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.
- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

*\*\*During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.*

## Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

<b>Federal Programs</b>		<b>Allocation</b>
	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,000
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$2,000</b>

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$86,696
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$33,000
<b>Total amount of federal categorical funds allocated to this school</b>		<b>\$119,696</b>

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$14,040

## Appendix E: Planned Improvements in Student Performance LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

### Projected LCFF Supplemental Funds \$33,000

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
1. Kid Connection will be provided to support English Learners (EL), Socio-economically Disadvantaged students (SED), Foster Youth, and at-risk students with social and emotional skills necessary to be successful learners. This support will be provided virtually during distance learning. This will add 1.5 days beyond District provided day.	August 2020 to June 2021	Principal and Kid Connection staff	14,100	
2. Credentialed teachers will provide targeted phonics, reading and writing instruction during the designated student intervention part of the school day to Kindergarten, 1st, and 2nd grade students who scored below benchmark on letter recognition and/or below benchmark on the Developmental Reading Assessment (DRA) fall assessments. Online resources such as Fountas and Pinnell Leveled Literacy Intervention will be used during distance learning.	August 2020 to June 2021	Principal and grade level teachers	\$0	
3. Credentialed teachers will provide targeted reading and writing instruction during the designated student intervention part of the school day to 3rd, 4th, and 5th grade students who scored below benchmark on the Individual Reading Inventory (IRI) fall assessments. Online resources such as Benchmark Advanced Literacy will be used during distance learning.	August 2020 to June 2021	Principal and grade level teachers	\$0	
4. Credentialed teachers will provide targeted reading, writing and math instruction during the designated student work/support part of the school day to middle school students. Online resources such as StudySync and Big Ideas will be used during distance learning.	August 2020 to June 2021	Principal and middle school teachers	\$0	
<u>Total:</u>			14,100	

<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
1. Purchase literature titles that support the implementation of Choose Love social and emotional curriculum and International Baccalaureate (IB) Units of Study by providing books at different lexile levels.	August 2020 to June 2021	Principal	\$3,500	
2. License renewal of reading and math computer programs (examples: Reading Eggs, Math Seeds, and ST Math) which provide students with an interactive approach for the purpose of intervention or maintenance of skills.	August 2020 to June 2021	Principal	\$7,000	
<u>Total:</u>			10,500	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
1. Release time or hourly pay for teachers to revise IB Units of Study and analyze student work samples using IB Criteria. Part of the IB Unit planning includes teachers designing strategies to differentiate their instruction to better meet the needs of their EL students. ( 1 sub day per teacher per grade level or subject area for a total of 43 sub days)	August 2020 to June 2021	Principal and IB Coordinator	\$6,550	
2. Release time for teachers to observe effective instructional practices in reading, writing, and mathematics to support the implementation of the IB Programme of Inquiry for EL, SED and foster youth, and at-risk students. ( 1 sub day for 3 teachers)	August 2020 to June 2021	Principal and Teachers	\$450	
3. Online IB Training courses during COVID-19 do not require travel or teacher release time.	October 2020 to April 2021	Teachers and IB Coordinator	\$0	
<u>Total:</u>			7,000	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> <li>✓ Socio-econ. Disadvantaged</li> <li>✓ English Learner</li> <li>✓ Foster Youth</li> </ul>
1. Parent information events for SED, EL, Foster Youth, and At-risk students that support IB – Reading and Math instruction at home.	August 2020 to June 2021	Principal	\$800	
2. Interpreters for parents' meetings, Individual Education Plan meetings and childcare.	August 2020 to June 2021	Principal	\$300	
3. Translating Home/School communication and documents for non-English speaking families.	August 2020 to June 2021	Principal	\$300	
<u>Total:</u>			1,400	
<u>Grand Total:</u>			33,000	

## Appendix F

### School Site: Joe Michell School LVJUSD Site Allocation Plan for Title I

#### \$ Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

<b>Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students</b>	<b>Timeline/ Accountability</b>	<b>Person(s) Responsible</b>	<b>Estimated Cost</b>
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

## **Appendix G: Title I School-Level Parental Involvement Policy**

### **Joe Michell School, Livermore, CA**

Joe Michell School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

#### **Involvement of Parents in the Title I Program**

#### **School-Parent Compact**

#### **Building Capacity for Involvement**

#### **Accessibility**

## Appendix H

### **Livermore Valley Joint Unified School District Gifted and Talented Education Plan- ALL SITES**

#### **PROGRAM DESCRIPTION:**

The needs of GATE students will be met through differentiated instruction in the classroom as part of the IB Primary Years and Middle Years Programmes.

Staff development will be organized to support differentiated instruction.

Michell TK-8 students will participate in the District GATE workshops, Michell After-school Enrichment programs, Middle School Advisory and Clubs.

### **Livermore Valley Joint Unified School District Technology Funding Plan – ALL SITES Technology Funds:**

#### **PROGRAM DESCRIPTION:**

During the 2020-21 school year, technology will be used to provide distance learning for our students due to the global pandemic. Funding for technology will be used to ensure that every student can be loaned a Chromebook to access their online learning until we can return to in person learning. We will continue to maintain the current mobile Chromebook carts, STEM/Design labs, teacher laptops, and software updates.

Some examples include:

1. Purchase Google Chromebooks for student use during distance learning and in classrooms when we return to in person learning. Chromebooks are needed to administer the Smarter Balanced State Assessment.
2. Purchase educational software site licenses, i.e., Reading Eggs and Math Seeds.

# Appendix I

## Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2020-21

Elementary School Name: Joe Michell School Date October 1, 2020 English Learner Liaison: Ashley Furlong

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
  - 15 minutes of **Designated ELD** instruction per day (5 days a week)
  - Focus on **ELD standards**, not a unit or theme
  - May be scheduled during reading and writing block (15 minutes/level)
  - Small groups should be kept to a maximum of 6 students
  - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Mary Steeley	TBD - 4 potential EL students have not yet been tested.	M-F 9:00 – 9:50 am	
K	Bobbi Byrnes	TBD - 9 potential EL students have not yet been tested.	M-F 1:00– 1:15 pm	
	Valerie Talley	TBD - 9 potential EL students have not yet been tested.	M-F 1:00– 1:15 pm	
	Stacy Mahoney	TBD - 9 potential EL students have not yet been tested.	M-F 1:00– 1:15 pm	
First	Sarah Montano	Expanding Level 2 and 3	M, T, Th, F 10:25 - 10:40 am	M, T, Th, F 11:30 - 11:40 am
	Donielle Machi	Bridging Level 4	M - F 8:30 - 8:45 am	



Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
Second	Katie Cortez	Emerging Level 1 and 2	M, T, Th, F 12:20 - 12:35 pm	W 9:00 - 9:15 am
	Cathie Corsaro	Expanding Level 2 and 3	M, T, Th, F 12:20 - 12:35 pm	W 9:00 - 9:15 am
Third	Luann Zeterberg	Emerging Level 1	M, T, Th, F 10-11:30 am, 12:20 - 12:35 pm	W 8:40 - 9:00 am
	Ashley Furlong	Expanding Level 2 and 3	M, T, Th, F 10-11:30 am, 12:20 - 12:35 pm	W 8:40 - 9:00 am
Fourth	Julie Ashworth	Emerging Level 1	M - F 1:00 - 1:15 pm	
	Gail Carbonaro	Expanding Level 3	M - F 1:30 - 1:45 pm	
Fifth	Anna Macintire	Emerging Level 1	M, T, Th, F 11:00 – 11:40 am	W 8:00 - 8:20 am
	Barry Montgomery	Bridging Level 4	M, T, Th, F 10:00– 11:40 am	W 8:00 - 8:20 am

## Appendix J

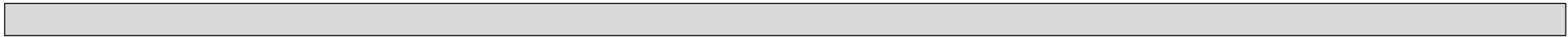
### 2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

**PROGRAM DESCRIPTION:**

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

**LCAP GOAL 1:** Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.  
**Focus Area:** After School Education and Safety (ASES) – Academic Enrichment and Support  
**SCHOOL GOAL:** Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

<p><b>What data did you use to form this goal?</b> Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p><b>What were the findings from the analysis of this data?</b> Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p><b>How will the school evaluate the progress of this goal?</b> Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.